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A Guide for Planning FOOD SERVICE IN CHILD CARE CENTERS



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Foreword

This guide was prepared to help directors and personnel plan food service for pre-school children in child care centers. It is for use in the Special Food Service Program for Children authorized in May 1968 by Public-Law 90-302 which amended the National School Lunch Act. This legislation added a new dimension to efforts to improve the nutrition of young children.

The Special Food Service Program for Children provides assistance to food services for both pre-school and school age children (including the handicapped) in public and non-profit private institutions including child care centers, settlement houses, recreation centers and summer day camps. In-residence service institutions are not eligible. Child care centers serving meals which meet program requirements are eligible for cash reimbursement and donated foods. In cases of severe need, financing is provided up to 80 percent of the food service operating cost.

Centers also may obtain funds for equipment to initiate, improve, or expand food service programs. These Nonfood Assistance funds may be used for the purchase or rental of equipment (other than land or buildings) for storing, preparing, transporting, and serving of food. The funds are made available upon the condition that the centers furnish at least 25 percent of the purchase or rental cost of equipment. That part of the cost financed by the child care center may come from any source other than funds from this program. Service institutions receiving funds for equipment must participate in the Food Assistance portion of the Program.

The Nutrition and Technical Services Staff acknowledges the assistance of the Consumer and Food Economics Research Division, Agricultural Research Service, USDA in preparing this publication.



FOOD PLANS FOR A DAY



When planning food service for a child care center, the total daily food needs of children should be considered. The combination of meals and supplements (snacks) to serve will vary according to the age group, time of their arrival at the center and their length of stay.

Children coming to centers early (before 8 A.M.) and having little food at home need a breakfast or snack soon after their arrival. Young children staying at the center for 4 to 6 hours should have at least one meal or a meal and one or more supplements between meals. Children spending more time at the center should be provided additional food. If the center is open until late in the day, supper may be served.

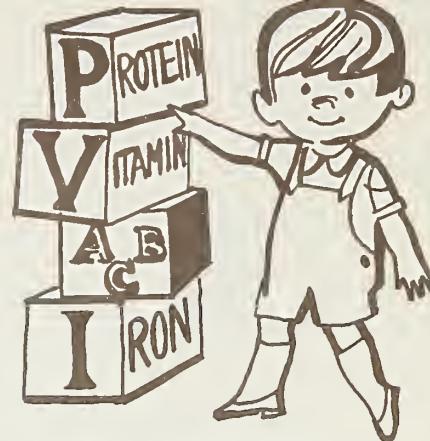
Few child-care centers will serve breakfast, lunch, supper and both mid-morning and mid-afternoon supplements. Meal combinations that best suit the needs of the children should be used.

REMEMBER:

Young children need nutritious foods at frequent intervals. Food served frequently helps keep children from becoming over-tired and irritable. However, it is important to schedule food service to allow sufficient time between meals and supplements (snacks). For example, if breakfast is served the mid-morning supplement should be timed so as not to interfere with the children's lunch. If a late breakfast is served a mid-morning supplement may not be necessary.



MEAL PATTERNS FOR YOUNG CHILDREN IN CHILD CARE PROGRAMS



Young children master many skills during their first six years. Learning to eat a variety of foods is one of the most important ones. Those responsible for food service in child care centers should provide the opportunity for children to learn to eat and enjoy a variety of nutritious foods.

As specified in the regulations for the Special Food Service Program for Children, meals or supplements served between meals (snacks) approved for cash reimbursement by USDA shall contain as a minimum the following food components in the amounts listed:

PATTERN	CHILDREN 1 up to 3 years	CHILDREN 3 up to 6 years
BREAKFAST		
Milk, fluid whole	½ cup	¾ cup
Juice or Fruit	¼ cup	½ cup
Cereal and/or Bread, ¹ enriched or whole grain		
Cereal	¼ cup	⅓ cup
Bread	½ slice	½ slice
MID-MORNING OR MID-AFTERNOON SUPPLEMENT		
Milk, fluid whole, or Juice or Fruit or Vegetable	½ cup	½ cup
Bread or Cereal, ¹ enriched or whole grain		
Bread	½ slice	½ slice
Cereal	¼ cup	⅓ cup
LUNCH OR SUPPER		
Milk, fluid whole	½ cup	¾ cup
Meat and/or Alternate One of the following or combinations to give equivalent quantities:		
Meat, poultry, fish, cooked ²	1 ounce	1½ ounces
Cheese	1 ounce	1½ ounces
Egg	1	1
Cooked dry beans and peas	⅛ cup	¼ cup
Peanut butter	1 tablespoon	2 tablespoons
Vegetable and/or Fruit ³	¼ cup	½ cup
Bread, ¹ enriched or whole grain	½ slice	½ slice
Butter or Fortified Margarine	½ teaspoon	½ teaspoon

¹ Or an equivalent serving of cornbread, biscuits, rolls, muffins, etc. made of enriched or whole grain meal or flour.

² Cooked lean meat without bone.

³ Must include at least two kinds.

One, all, or any combination of breakfast, lunch, supper and supplements between meals (snacks) may be served at child care centers.

Individual planning is needed for children under 1 year of age (See page 21).

Food components specified in the meal patterns provide a framework for planning menus that contribute to nutritional well-being of young children. No one food contains all of the nutrients in amounts needed for good health. A wise selection of a variety of foods for the day that will supply these nutrients is important. These foods include:

MILK—supplies most of the calcium in meals; also riboflavin, protein, vitamin A and other nutrients. At *breakfast* milk may be served as a beverage, on cereal, or used in part for each purpose. At *lunch and supper* milk must be served as a beverage. All milk served as a beverage or on cereal should be fluid whole milk. Milk is also a good beverage to use for *mid-morning or mid-afternoon supplements* (snacks). If only snacks or a meal and two snacks are served at a center, it is a good idea to include milk in at least one snack. Additional milk (fluid, evaporated or nonfat dry), used in preparation of cereals, soups, puddings, baked products and other dishes improves the nutritional quality of any meal.

MEAT AND/OR ALTERNATE—these foods as a group provide protein, iron, B vitamins (thiamin, riboflavin, niacin and others) and other nutrients.

Meat or alternate must be served at *lunch or supper* in the amounts specified in the patterns on page 2. A serving of lean meat (beef, pork, lamb, veal), poultry, fish, a serving of cheese, an egg, or a serving of cooked dry beans or peas or an equivalent quantity of peanut butter may be used to meet this requirement. A combination of any of these foods may also be served as the meat or alternate. For example, peanut butter sandwich and deviled egg may be served as the meat alternate in a meal, or ground meat and cheese (meat and alternate) combined in a casserole also meet the requirement. These foods are usually served as the main dish in the *lunch or supper* meals.

To improve the nutrition of children, meat or an alternate should be included at *breakfast* as often as possible. Eggs, cheese and peanut butter may be served as such or used in preparation of breads such as cheese biscuits or peanut butter rolls.

Young children enjoy cheese cubes or sticks, cheese crackers, peanut butter on bread or crackers, meat cubes and other protein-rich foods at snack time. Supplements between meals provide excellent opportunities for introducing unfamiliar meats or meat alternates to young children.

VEGETABLES AND/OR FRUITS—as a group provide most of the vitamin C and a large share of vitamin A in meals. They also supply iron as well as other vitamins and minerals. At *breakfast* a serving of fruit or full-strength fruit or vegetable juice is required. Breakfast is an excellent time to serve vitamin C foods. Citrus fruits or juices such as orange or grapefruit are excellent choices. Other good choices are tomato juice, strawberries, and cantaloupe (when in season). Dried fruit may also be served. Dried apricots, raisins and prunes provide variety in menus and are valuable for iron. (See list on page 8 for good food sources of vitamins A & C and for iron).

To meet program requirements for *lunch and supper* two or more vegetables and/or fruits must be served at each meal. Include vegetables and fruits which are good sources of vitamins A and C and iron in at least one meal.

Fruits and vegetables which are simply prepared and easy to eat are practical. For the *mid-morning or mid-afternoon supplement*, full-strength fruit or vegetable juices may be served. Use of juice drinks is discouraged for young children since such large servings are

**SOME
VEGETABLES AND FRUITS
FOR VITAMIN A,
VITAMIN C AND IRON**

VITAMIN A

Vegetables	Fruits
Asparagus	Squash—Winter
Broccoli	Sweet Potatoes
Carrots	Tomatoes
Chili peppers (red)	Tomato juice, paste
Kale	or puree
Mixed Vegetables	Turnip Greens
Peas and Carrots	Vegetable juices
Pumpkin	
Spinach	

VITAMIN C

Vegetables	Fruits
Asparagus	Peppers, sweet
Broccoli	Potatoes, white
Brussel Sprouts	Spinach
Cabbage	Sweet Potatoes
Cauliflower	Tomatoes
Chili Peppers	Tomato juice, paste
Collards	or puree
Kale	Turnip greens
Okra	Turnips

IRON

Vegetables	Fruits
Asparagus	Apples (canned)
Beans—green, wax, lima	Berries
Broccoli	Dried Fruits—dates, apricots
Brussel sprouts	Figs
Dark green leafy vegetables—beet greens, collards, kale, spinach, turnip greens	Peaches
	Plums, purple
	Prunes
	Raisins
	Rhubarb

needed to meet program requirements. For example, a full cup of juice drink would be needed to meet the amount of full-strength juice specified in the pattern if the juice drink contained 50 percent full-strength juice. Most juice drinks contain less than 50 percent full strength juice. Beverages made from fruit flavored powders and syrups do not meet program requirements. Snack time is a good time to introduce new vegetables and fruits to children. A vegetable or fruit stick or strip may be offered for tasting in addition to a snack of milk and enriched crackers.

For variety fruit or vegetable ($\frac{1}{2}$ cup) may be served in place of milk or juice for supplements between meals.

ENRICHED OR WHOLE GRAIN BREADS AND/OR CEREALS—provide some of the B vitamins, minerals (especially iron) some protein and calories.

At *breakfast*, a serving of enriched or whole grain bread *or* a serving of cornbread, biscuits, rolls or muffins made from enriched or whole grain meal or flour *or* a serving of enriched or whole grain cereal may be served. For example, to meet the requirement for 3 to 6 year old children, a combination of bread and cereal such as $\frac{1}{4}$ slice of bread and about 3 level tablespoons ($\frac{1}{6}$ cup) of cooked rolled oats may be used.

At *lunch* and *supper* a serving of enriched or whole-grain bread is required. An equivalent serving of cornbread, biscuits, rolls or muffins made of enriched or whole-grain meal or flour may be substituted.

For *mid-morning* and *mid-afternoon supplements* a serving of enriched or whole grain bread or cereal or an equivalent serving of cornbread, biscuits, rolls, muffins, crackers or cookies made of enriched or whole grain meal or flour may be served. Hot bread such as rolls, biscuits, cornbread, muffins, or raisin bread, can add variety and appeal as well as nutrients to meals for young children. Enriched crackers and cookies may *not* be served as bread equivalents at *breakfast, lunch and supper*.

Be sure to read labels on all commercially prepared baked products and buy only those made of enriched or whole-grain meal or flour.

BUTTER AND FORTIFIED MARGARINE—provide calories and vitamin A.

A serving of butter or fortified margarine is required for *lunch and supper*. This may be used as a spread or in food preparation. Butter or margarine may be used at breakfast to add appeal, but it is not a requirement. Other spreads such as jelly may be used occasionally at breakfast for variety.

OTHER FOODS not a part of the meal pattern requirements may be served at all meals to help to improve acceptability, satisfy the children's appetites, and if wisely chosen to increase the nutritional quality of the meal.

Desserts served at *lunch and supper* help meet the children's needs for energy (calories). They may also help meet other nutritional needs; for example, cakes and other baked products made from enriched flour supply iron and B-vitamins. Ice cream and other desserts made from milk furnish calcium—along with other nutrients.

Enriched or whole-grain products such as enriched macaroni, rice, noodles, spaghetti and bulgur served at *lunch or supper* not only add variety to menus they also furnish minerals, vitamins and calories. These should be included in meals occasionally in small servings as they tend to dull appetites for required foods.

Bacon, jams, jellies, honey, and syrup, may be served occasionally at *breakfast* to add variety. They furnish mainly calories.



PLANNING MENUS FOR YOUNG CHILDREN

Creative menu planning calls for originality, imagination and a spirit of adventure.

Menus should be planned in advance—two weeks to a month ahead of the time they are to be served.

Advanced planning is important as a basis for food purchasing, cost control and scheduling food preparation.

Plan meals that are appealing, economical, and suited to the available facilities and personnel.

APPETITE APPEAL

Variety is the key to appetizing meals for children of all ages and adults alike.

Serve a variety of foods each day and from day to day. Also serve different forms of food prepared in different ways. See menus on pages 13, 14 for suggestions.

Try to include foods with different sizes and shapes. Avoid using all chopped or diced food in one meal such as cubed meat, diced potatoes, diced carrots and fruit cocktail.

Serve foods in forms young children can manage easily such as bite-size pieces. Foods they can pick up with their fingers are easy to handle. Serve "finger foods"—vegetable sticks or wedges of fresh fruit often.

SUGGESTED FINGER FOODS

Apple Wedges	Dried Peaches	Melon Cubes
Banana Slices	Dried Pears	Orange Sections
Berries	Fresh Peach Wedges	Pitted Plums
Cabbage Wedges	Fresh Pear Wedges	Pitted Prunes
Carrot Sticks	Fresh Pineapple Sticks	Raisins
Cauliflowerets	Grapefruit Sections (seeded)	Tangerine Sections
Celery Sticks ¹	Green Pepper Sticks	Tomato Wedges
Cheese Cubes	Meat Cubes	Turnip Sticks

¹ May be stuffed with cheese or peanut butter.

Try to include foods with contrasting colors. The natural red, green and orange colors of fruits and vegetables add eye appeal.

Colorful foods should be used in combination with those of little color. Mashed potatoes, green beans, carrot sticks, and tomato wedges make an appealing color combination.

In a hot meal try to include at least one cold food, also in a cold meal try to include at least one hot food.

Use crisp firm foods in combination with soft creamy ones. (See menus on page 13, 14 for ideas).

Use a combination of mild flavors with strong ones.

Strong flavored vegetables such as broccoli, cabbage, kale and the like are not popular with young children. Serve them only occasionally in small amounts.

Include food combinations most acceptable to children.

Plan special menus for national holidays, children's birthdays, and other special days at the center.

Include foods in season in the menus. Most fresh fruits and vegetables are plentiful during summer months. This is a good time to serve these foods.

Consider regional, cultural and personal food preferences of children when planning menus.

Be sure menus do not reflect personal prejudices.

Avoid

- Serving the same food on consecutive days such as ground beef on Monday and sloppy joe on Tuesday.
- Serving the same food on the same day of the week. Every Monday should not be "soup and sandwich day" and every Friday should not be "fish day".
- Preparing two foods in the same way in the same meal.
- Preparing foods in the same way each time they are served.

FOOD COST

Most centers have a limit on the amount of money that can be spent for food in a given period—a month, for example. It is the responsibility of the food service manager to plan appetizing and nutritious meals that can be served for no more than this amount of money. Here are some tips on controlling food costs.

- **Recipes.**—Use recipes that have been found to yield a given amount of good quality product. A file of such recipes (standardized recipes) adjusted to provide the number of servings required in the center, is basic to cost control. The file should include the quantities

of fresh and processed foods used alone—vegetables and fruits, for example—to provide the required servings. Two sources of recipes are: USDA-PA-631 "Quantity Recipes for Type A School Lunches"; OEO "Project Head Start-Food Buying Guide and Recipes".

- **Cost comparisons.**—Figure how much it costs to serve the foods in the file of recipes. Estimates based on cost of the main ingredients, not counting cost of seasonings, are accurate enough for planning purposes. Refigure cost of recipes only when there is a big change in the price of a major ingredient. Cost of foods in different recipes can then be compared. For example the cost of spaghetti and meat balls can be compared with the cost of turkey and dressing and a half orange with a glass of orange juice. Also, the cost of the total menu can be estimated. If this cost is too high for the food budget, some of the foods in the menu can be replaced by less expensive ones.
- **Finding bargains.**—Make maximum use of USDA-donated foods. Find out from the State Distributing Agency the kinds and amounts of foods available and when they are distributed. Once supplies are received include these foods daily or weekly on menus (depending on quantities) to keep food cost down. Use foods which are in plentiful supply on the local market to help keep food cost low. Check food prices frequently with local vendors to determine food cost. Plan to use those foods on the menu which are a "bargain" locally.

FACILITIES

- Plan meals that can be prepared and served with the facilities and equipment available.
- Consider oven, surface-cooking, refrigeration and freezer space.
- Consider the numbers and kinds of serving tools and dishes available to serve each menu.

For help in planning kitchen facilities see—USDA "Kitchen Equipment Guide for Child Service Institutions"—Revised May 1969.

PERSONNEL

- Plan meals that can be prepared by the employees in the time allowed.
- Consider the amount of hand preparation required for each menu.
- Schedule employees' time so that their particular skills can be used to best advantage.
- Balance work load from day to day and week to week.

SUGGESTED MENUS FOR YOUNG CHILDREN

Based on Meal Requirements for Children 3 up to 6 years
 (For Amounts of Food to Serve Younger Children see page 6)



PATTERN	FIRST DAY	2ND DAY	3RD DAY	4TH DAY	5TH DAY
BREAKFAST					
Juice or Fruit Cereal or Bread Milk Other food	Orange Juice— $\frac{1}{2}$ cup Toast— $\frac{1}{2}$ slice Baked Scrambled Egg— 2 Tbsp. Grape Jelly Milk— $\frac{3}{4}$ cup	Sliced Banana— $\frac{1}{2}$ cup Cornflakes— $\frac{1}{3}$ cup Milk— $\frac{3}{4}$ cup	Apricot Halves— $\frac{1}{2}$ cup Buttered Toast— $\frac{1}{2}$ slice Cocoa*— $\frac{3}{4}$ cup	Fruit Cup— $\frac{1}{2}$ cup Hard Cooked Egg Half Toast— $\frac{1}{2}$ slice Milk— $\frac{3}{4}$ cup	Grapefruit Sections— $\frac{1}{2}$ cup Rolled Oats— $\frac{1}{3}$ cup Milk— $\frac{3}{4}$ cup
A.M. SUPPLEMENT	Milk— $\frac{1}{2}$ cup Cinnamon Toast— $\frac{1}{2}$ slice	Tomato Juice— $\frac{1}{2}$ cup Cheese Toast— $\frac{1}{2}$ slice	Milk— $\frac{1}{2}$ cup Rice Krispies— $\frac{1}{3}$ cup	Pineapple Juice— $\frac{1}{2}$ cup Toasted Raisin Bread**— $\frac{1}{2}$ slice	Grape Juice— $\frac{1}{2}$ cup Cinnamon Toast— $\frac{1}{2}$ slice
LUNCH OR SUPPER					
Meat or Alternate Vegetables and/or Fruits Bread Butter/Margarine Milk Other foods	Meatloaf— $1\frac{1}{2}$ ounces Green Beans— $\frac{1}{4}$ cup Pineapple Cubes— $\frac{1}{4}$ cup Bread— $\frac{1}{2}$ slice Butter— $\frac{1}{2}$ tsp. Milk— $\frac{3}{4}$ cup	Baked Chicken—(1 $\frac{1}{2}$ ounces meat) Mashed Potatoes— $\frac{1}{4}$ cup Peas— $\frac{1}{4}$ cup Carrot Stick Roll **—small Butter— $\frac{1}{2}$ tsp. Milk— $\frac{3}{4}$ cup	Chicken-Vegetable Soup— $\frac{1}{2}$ cup (1 ounce meat) Peanut Butter and Jelly Sandwich (1 Tbsp. peanut butter) Green Pepper Stick Canned Peaches— $\frac{1}{4}$ cup Milk— $\frac{3}{4}$ cup	Beef Patty— $1\frac{1}{2}$ oz. Carrots— $\frac{3}{8}$ cup Apple Wedge— $\frac{1}{8}$ cup Whole Wheat Bread— $\frac{1}{2}$ slice Butter— $\frac{1}{2}$ tsp. Milk— $\frac{3}{4}$ cup Chocolate Pudding— 2 Tbsp. Milk— $\frac{3}{4}$ cup	Fish Sticks—($1\frac{1}{2}$ ounces) Spinach— $\frac{1}{4}$ cup Canned Pears— $\frac{1}{4}$ cup Corn Bread—1 square Butter— $\frac{1}{2}$ tsp. Milk— $\frac{3}{4}$ cup
P.M. SUPPLEMENT	Mixed Fruit Juice— $\frac{1}{2}$ cup Peanut Butter Sandwich— $\frac{1}{4}$ cup	Milk— $\frac{1}{2}$ cup Oatmeal Cookie**—1	Apple Juice— $\frac{1}{2}$ cup Cheese Toast— $\frac{1}{2}$ slice	Milk— $\frac{1}{2}$ cup Peanut Butter Cookie**—1 Turnip Stick	Milk— $\frac{1}{2}$ cup Rolled Wheat Cookie **—1 Cauliflowerets

* Made with fluid whole milk
 ** Made with enriched flour



SUGGESTED MENUS FOR YOUNG CHILDREN

Based on Meal Requirements for Children 3 up to 6 years
(For Amounts of Food to Serve Younger Children see page 6)

PATTERN	6TH DAY	7TH DAY	8TH DAY	9TH DAY	10TH DAY
BREAKFAST					
Juice or Fruit	Apple Juice— $\frac{1}{2}$ cup	Orange Juice— $\frac{1}{2}$ cup	Sliced Peaches— $\frac{1}{2}$ cup	Applesauce— $\frac{1}{2}$ cup	Tomato Juice— $\frac{1}{2}$ cup
Cereal or Bread	Cheese Toast— $\frac{1}{2}$ slice	Sweet Roll**	Buttered Grits— $\frac{1}{3}$ cup	Scrambled Egg—2 Tbsp.	Farina— $\frac{1}{3}$ cup
Milk	Milk— $\frac{3}{4}$ cup	Sausage Link	Milk— $\frac{3}{4}$ cup	Buttered Toast— $\frac{1}{2}$ slice	Milk— $\frac{3}{4}$ cup
Other food				Cocoa*— $\frac{3}{4}$ cup	
A.M. SUPPLEMENT					
Milk or Juice	Pineapple Juice— $\frac{1}{3}$ cup	Banana— $\frac{1}{2}$ cup	Cranberry Juice— $\frac{1}{2}$ cup	Orange Juice— $\frac{1}{2}$ cup	Milk— $\frac{1}{2}$ cup
Bread or Cereal	Carrot Sticks—2	Dry Cereal— $\frac{1}{3}$ cup	Buttered Toast— $\frac{1}{2}$ slice	Muffin **— $\frac{1}{2}$	Soda Crackers**—2
	Soda Crackers**—2	Milk— $\frac{1}{4}$ cup		Raisins	Peanut Butter
					Honey
LUNCH OR SUPPER					
Meat or Alternate	Macaroni, Cheese and	Baked Liver— $1\frac{1}{2}$ ounces	Spaghetti and Meat	Salmon Loaf— $1\frac{1}{2}$ oz.	
Vegetables and/or	Ham Casserole— $\frac{1}{2}$ cup (1 $\frac{1}{2}$ oz. meat	Green Beans— $\frac{1}{4}$ cup	Sauce— $\frac{1}{2}$ cup (1 $\frac{1}{2}$ ounces meat)	Creamed Potatoes—	
Fruits	and cheese)	Tomato Wedge—	Peas— $\frac{1}{4}$ cup	$\frac{1}{4}$ cup	
Bread	Cabbage— $\frac{1}{4}$ cup	$\frac{1}{4}$ cup	Green Salad— $\frac{1}{4}$ cup	Broccoli— $\frac{1}{4}$ cup	
Butter/Margarine	Fruit Cup— $\frac{1}{4}$ cup	Bread— $\frac{1}{2}$ slice	French Bread— $\frac{1}{2}$ slice	Roll**—small	
Milk	Bread— $\frac{1}{2}$ slice	Butter— $\frac{1}{2}$ tsp.	Butter— $\frac{1}{2}$ tsp.	Butter— $\frac{1}{2}$ tsp.	
Other foods	Butter— $\frac{1}{2}$ tsp.	Milk— $\frac{3}{4}$ cup	Milk— $\frac{3}{4}$ cup	Milk— $\frac{3}{4}$ cup	
	Rice—2 Tbsp.			Brownie	
P.M. SUPPLEMENT					
Milk or Juice	Tomato Juice— $\frac{1}{2}$ cup	Milk— $\frac{1}{2}$ cup	Fruit Cup— $\frac{1}{2}$ cup		
Bread or Cereal	Whole Wheat Muffin— $\frac{1}{2}$	Vanilla Cookie**—1	Cornmeal Cookie**—1		
		Red Gelatin Cubes	slice		

* Made with fluid whole milk
** Made with enriched flour

FOOD PREPARATION

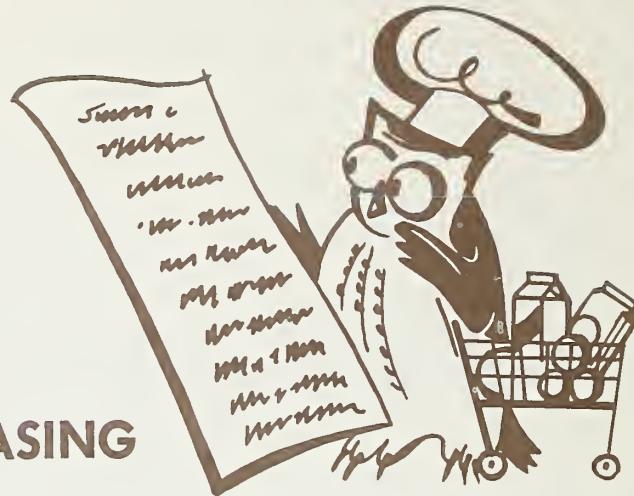


Serving acceptable nutritious foods depends not only on good planning, selection and storage of food but also on how it is prepared and cooked.

- The key to good food preparation is carefully followed tested recipes. Use tested recipes for food preparation whenever possible.
- To conserve nutritive value, trim fresh fruits and vegetables carefully. Remove damaged leaves, bruised spots, skins and inedible parts. Nutrients are lost when tissues are bruised. To avoid bruising use a sharp blade when trimming, cutting or shredding.
- Cook vegetables only until tender and in just enough water to prevent scorching.
- Cooking root and tuber vegetables in their skins help retain their nutritive value.
- To get the full nutritive value from canned fruits and vegetables serve any liquid in can or make use of the liquid some other way such as gravy, soup, gelatin desserts and the like.
- Cook meat, fish and poultry according to the cut or type purchased. The less expensive cuts and grades of lean meat contain as much food value as higher priced ones. The cheaper cuts require greater skill in cooking and seasoning to be acceptable.
- Use of drippings from roasting meat and poultry for gravies, and meat stock or broth from stewing in soups, scalloped or creamed dishes, will save some of the nutrients which otherwise would be lost during cooking.
- Avoid cooking cereal in excessive quantities of water, draining off the cooking water and rinsing. This wastes valuable nutrients.



TIPS ON FOOD PURCHASING



Getting the most for the food dollar takes careful planning as well as experience. Careful use of food buying power will not only help control food cost but also reduce waste and help up-grade the quality of meals.

Success in food buying means getting foods of good quality in the proper quantities at the best possible prices.

The quantities to buy will depend on the number of children attending the center, menus and recipes to be used, the amount and kind of storage space available, inventory on hand, the perishability of the food and the length of time the order is to cover.

WHERE TO BUY

- Check the food companies (vendors) or stores in the area.
 - Which offers foods that are used frequently?
 - Which offers the service required—prompt and frequent delivery, credit, discounts, if any.
 - Which offers quality food at a reasonable price?
- Buy from the suppliers that will provide the best quality food at the most reasonable price.
- Follow a strict code of business ethics when purchasing foods for the center. Know what the food suppliers expect and let them know what is expected from them.

WHAT TO BUY

- Decide the best quality to buy for the use intended. Whenever possible buy foods that are graded. Let the planned use of the food determine the form and quality to buy. Consider: style, type, size, count, container, packing medium, etc. *Read labels.* Know what the product is and inspect it *before* and *after* purchase.
- Buy U.S. Government inspected meats and poultry. Government inspection is assurance that meat and poultry were produced from animals or fowl which were free from disease at the time of slaughter and were prepared under strict sanitary conditions.
- Purchase only pasteurized, Grade A milk and milk products.
- Purchase federally inspected seafoods whenever possible. It is assurance of top quality products.

- Purchase bread and pastry that is seal wrapped or kept in paper-lined containers with covers.
- Purchase frozen foods that have been kept hard frozen. Do not accept frozen foods that are or have been thawed or partially thawed.
- Purchase perishable foods that have been kept under refrigeration.
- Select foods that best suit the needs.
Develop standards for all food purchases. These standards describe the food to buy and will assure the best quality foods for the use intended at a reasonable price. State clearly standards for the food item ordered. Once the order is received *check* to see that the food is what was ordered. Let the vendor *know* the standards for food purchases.

HOW MUCH TO BUY

- Calculate the quantities of food needed to serve the children and adults eating at the center.
- Consider number of servings per pound and/or per can for each item to be purchased. Select the most suitable.

WHEN TO BUY

- Decide when to buy each type of food. Purchase bread and milk daily.
Perishable foods such as meat, fish, poultry, fresh and frozen produce should be purchased for daily delivery or if storage space is sufficient two deliveries a week may be adequate.
Canned foods and staple groceries may be purchased monthly or twice monthly depending on storage space.
- Remember storage facilities when food purchases are made. Buy only quantities that can be stored properly. Consider keeping qualities of the food in relation to storage facilities available. Buy those which best fit the situation.

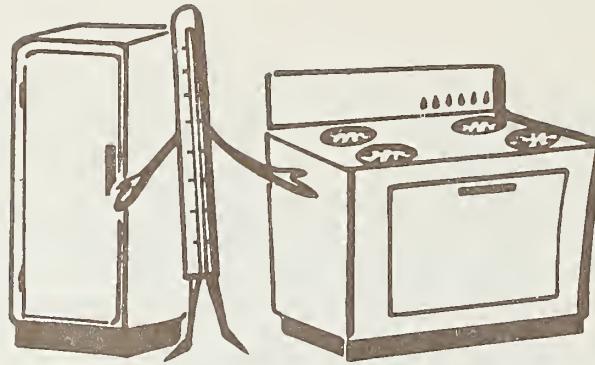
KEEP RECORDS OF FOOD PURCHASES

Record date the food was ordered, date the food was received, condition of food on arrival, and when and how much was used. Be sure to record the price paid. These records can be a help in planning for future purchases as well as menus.

REMEMBER THE FOOD SERVED IS ONLY AS GOOD AS THE QUALITY OF THE RAW MATERIAL (FOODS) PURCHASED.



SANITATION



Sanitation is one of the most important aspects of good food service. One error or one case of carelessness can cause the spread of a disease with drastic consequences.

Just as it is important to feed children nutritious, body-building meals, it is equally important that the meals be free from harmful substances that may cause illness. Nutrition and sanitation must go hand-in-hand in any good food service operation. Sanitation is a factor to consider in food selection, storage, preparation, and service.

SANITATION MEANS MANY THINGS:

- Clean Utensils and Equipment
- Clean and Safe Food
- Correct Storage and Cooking Temperatures
- Clean and Healthy Workers
- Good Food Handling Practices

MAKE THE FOOD SERVICE OPERATION ENTIRELY SAFE

- *Be sure* that all food service workers meet the health standards set up by local and State health authorities.
- *Be sure* persons with infected cuts or sores, colds and other diseases do not prepare or serve food.
- *Be sure* hands are washed thoroughly with soap and water before handling foods or utensils and after each visit to the rest room.
- *Wash hands and utensils* thoroughly after handling raw eggs, fish, meats and poultry.
- *Be sure* all eating and drinking utensils are properly handled. Do not touch surfaces on which food is served or that come in contact with the mouth.
- *Avoid* use of cracked or chipped utensils and dishes.
- *Use only* dish washing equipment that meets local health agency regulations.
- *Request* at least annual inspections by local health and fire departments.
- *Purchase* foods such as pasteurized milk, inspected stamped meat and government-approved shellfish to help insure food safety.
- *Examine food* when it is delivered to make sure it is not spoiled, dirty, or contains insects.
- *Protect foods* such as flours, cereals, cornmeal, sugar, dry beans and peas from rodents and insects by storage in tightly covered containers.
- *Use* food supplies on a “first in first out basis”. Store foods so that older supplies will be used first. This helps to prevent food spoilage.

- Be sure all fruits and vegetables to be served raw are thoroughly washed, such as lettuce, celery, carrots, apples and peaches.
- Be sure foods are cooked properly following standardized procedures and recipe directions.
- Be sure that cold foods are cold (40°F or below) and hot foods are kept hot (cooked and held at 140°F or above).
- Don't overload containers for heating and cooling. Use shallow pans so that food will either heat or cool quickly.
- Throw out portions of foods served but not eaten.
- Keep all appliances and equipment in good working order.



MEALTIME SHOULD BE A HAPPY TIME

Feeding young children can be fun if you know:

- What to expect in children
- What foods they should have
- How to bring children and foods together happily

Pleasant eating experiences are as important as nutritious foods. They provide pleasant associations with food and eating. Food habits and attitudes formed during the pre-school years remain with most individuals throughout life.

- No two children are exactly alike. Try to understand each child's personality and his reaction to foods.
- Each child needs to do for himself what he is able to do. First efforts may be awkward but should be encouraged because these are a step toward growth.
- Children may be in no hurry to eat once the first edge is taken off their hunger. They do not have adults' sense of time. Urging them to hurry may spoil their pleasure in eating. When possible help the younger child and explain to the older child.
- Most 1-year-old children can handle bite-size pieces of food with their fingers. Later they can handle a spoon by themselves. Growing slower they may be less hungry. They may be choosy and refuse certain foods. Don't worry or force them to eat. Keep on offering different foods.
- Sometimes children 3 to 6 years go on food "Jags". They may want two or three servings of one food at one meal. Given time they will settle down and eat a normal meal. The overall pattern from week to week and month to month is more important.

INTRODUCING NEW FOODS

Introduce only one new food at a time.

Offer a *very small amount* at first, at the beginning of the meal so that children may become used to new flavors and textures.

Allow plenty of time for children to look at and examine the food.

Don't try to introduce a new food when children do not feel well or are cross and irritable.

Those new foods which are accepted should be given again soon so that they can become familiar.

If the new food is offered and children turn it down, don't make a fuss. Offer the food again a few days later.

ENCOURAGE FAVORABLE ATTITUDES TOWARD FOOD AND GOOD EATING HABITS:

- Serve foods family style. An adult should eat at the table with the children when possible.
- Set a good example as young children sense adult attitudes toward food.
- Create an atmosphere at the table of acceptance and respect for each child as an individual so that the meal will be both nutritionally and emotionally satisfying.
- Serve meals so the plates are interesting and attractive from the standpoint of color, texture, flavor and temperature as well as nutritious.
- Use new foods frequently but introduce them one at a time with familiar foods and have only "taste-size" portions until the children accept the food.
- Temperature extremes are unpleasant to most children. Usually a child does not object to his food being lukewarm. Beverages are often more pleasing to a child when served at room temperature rather than ice cold.
- Provide a quiet time just before meals so that the atmosphere can be friendly and relaxed at meal time.
- Avoid delays in food service so the children will not have to sit and wait.
- Permit children to make some choices and recognize when their food needs have been satisfied.
- Serve children small servings and allow second servings if desired.
- De-emphasize the clean plate idea. A child may rebel if forced to eat unwanted food.
- Time the meals to satisfy the children's need for food.
- Deny a child's attempt to use foods for gaining attention either by eating or by special demands to satisfy his whims.
- Have a physical setting—tables, chairs, dishes, glasses, silverware and serving utensils—suited to young children.
- Have a bright, attractive well-ventilated and comfortable room for serving meals.

PLANNING FOODS FOR INFANTS IN CHILD-CARE CENTERS



Feeding infants (0 to 1 year) should be geared to the needs of the individual child and based on medical advice because the infant is so vulnerable nutritionally. Child care centers which are providing day care for infants should seek guidance on the feeding of infants from the appropriate medical authority—the children's doctors, public health clinic, public welfare, etc.

Babies' first food is usually milk (either mothers' or prepared formula). Infants in day care centers will probably be receiving a formula to suit their needs or fluid whole milk.

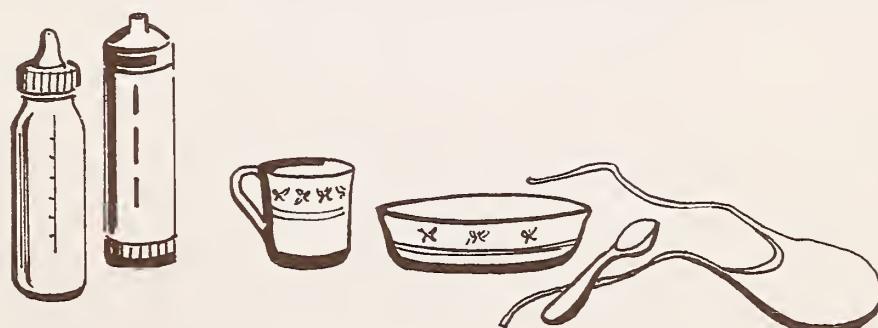
Other foods in addition to milk should be provided during the first year to supply nutrients that milk does not and to teach children to eat a variety of foods. It is up to the doctor or medical authority to decide when and the order in which these foods should be offered.

Cereals prepared especially for babies are often the first solid food given to infants. Strained fruits, vegetables and meats are added as they are ready for them.

By the time they are 6 months old, most babies will be eating a variety of foods along with formula or milk. Once babies have teeth, they will welcome a piece of dried bread, toast or zwieback to hold in their hand and chew on.

As soon as infants have enough teeth and can chew they should progress to mashed or chopped foods to acquaint them with different textures. Mashed vegetables and fruits may be tried first. Meat should be strained until after the first year because it is more difficult to chew and swallow.

As babies become acquainted with their environment, including their food, they will want to explore it, especially handle it and try to feed themselves. This should be encouraged as much as possible.





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